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ABSTRACT

The purpose of the study was to compare the undergraduate grade point average with the graduate index to ascertain whether the former could be used as a predictor of graduate success for students in the Leadership-Administration Emphasis, with an eye to using it in the graduate admissions process. Data on the 60 students enrolled in the program during 1972-78 was collected and a statistical analysis done. The Pearson product-moment correlation was done and the result compared with a scatter diagram. The level of significance used for the two-tailed test was .05. Results indicated that there was no significant correlation between grade point average in undergraduate work and success in the graduate program. (Author/MSE)

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THE UNDERGRADUATE GRADE POINT AVERAGE AS A PREDICTOR OF THE GRADUATE INDEX OF STUDENTS IN THE LEADERSHIP-ADMINISTRATION EMPHASIS IN THE MASTER OF ARTS IN EDUCATION PROGRAM AT CASTLETON STATE COLLEGE

APPLIED EDUCATIONAL RESEARCH AND
EVALUATION CORE MODULE

by

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APPLIED EDUCATIONAL RESEARCH AND EVALUATION - VERMONT CLUSTER

ABSTRACT

The purpose of the study was to compare the undergraduate grade point average with the graduate index to ascertain if the GPA could be used as a predictor of graduate success for students in the Leadership-Administration Emphasis in the Master of Arts in Education Program at Castleton State College with the intent of possibly using the results in some manner with the graduate admissions process. The hypothesis tested was: The undergraduate grade point average was a predictor of the graduate index for students in the Leadership-Administration Emphasis in the Master of Arts in Education Program at Castleton State College. The data on the sixty students that had been enrolled in the Leadership-Administration Emphasis from 1972-1978, was collected and a statistical analysis was done. The Pearson Product-Moment Correlation was used and statistically compared through the use of the test and the scatter diagram. The significance of the findings at the .05 level of significance for a two-tailed test was determined. The results indicated that the null hypothesis could not be rejected, demonstrating that there was no significant correlation between the GPA and the GI used in the study.

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I. THE STATEMENT OF THE PROBLEM

The purpose of this study was to examine the relationship of the undergraduate grade point average (GPA) to the graduate index (GI) of matriculated students in the Leadership-Administration Emphasis at Castleton State College in order to determine the extent to which the undergraduate GPA can be used as a predictor of a high or low graduate index.

Since the GPA was the primary criteria used for admission to the Castleton State College graduate program, it was important to validate if there was, in fact, a positive correlation between the GPA and the graduate index. Thus, it was assumed possible to predict a candidate's possible graduate index with a degree of success during the entrance interview.

This study involved sixty graduate students who had enrolled in the Leadership-Administration Emphasis between 1973 to 1978. Of this total, 18 students had already graduated, and 44 were presently enrolled in the Emphasis.[1] (See Appendix A, page 21)

II. THE HYPOTHESIS

The null hypothesis:

There is no significant correlation* between the undergraduate grade point average (GPA) and the graduate index (GI) for students in the Leadership-Administration Emphasis in the Master of Arts in Education

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* In an attempt to clarify the null hypothesis, the word "difference" in the practicum proposal was changed to the term "correlation". "There was no significant difference between . . ." was changed to "There was no significant correlation between . . .".

Program (M.A.E.) at Castleton State College (C.S.C.).

The alternative hypothesis:

The undergraduate grade point average (GPA) was a predictor of the graduate index (GI) for students in the Leadership-Administration Emphasis in the Master of Arts in Education Program (M.A.E.) at Castleton State College (C.S.C.).

III. BACKGROUND AND SIGNIFICANCE OF THE STUDY

As described in the Castleton State College Graduate Studies Bulletin the graduate committee assesses "the applicant's ability to do graduate level work at a high level of performance", which has often been primarily based upon the undergraduate GPA.[2] Since the undergraduate CPA has assumed so much importance in the graduate admissions process at Castleton, and since there was no existing research basis for this decision, it would strengthen the institution's admissions process considerably if supportive evidence were available to defend the use of the GPA as an admissions criteria. Therefore, the objective of the research practicum was to prove that the undergraduate GPA was, in fact, a legitimate means of making the decision as to who was to be admitted into the Castleton State College graduate program.

The majority of American graduate schools have required a GPA of "B" or better during the student's undergraduate program. The problem, however, occured in the variety of ways the GPA is interpreted and applied. Sometimes, the GPA has referred to the cumulative grade point average of all four years of undergraduate study, or only those courses specifically in the area in which the student is proposing to do graduate work. Quite often there was flexibility in the extent to which the minimum GPA was observed in the admissions process and, in other cases, where no exceptions to the minimum GPA were made.

There also tended to be some differences in what undergraduate schools interpret as a "B". One institution might regard the B as a 3.0 average on a four point scale (A = 4.0, B = 3.0, C = 2.0, D = 1.0), while other schools may interpret a "B" to be 2.5.

In the final analysis, most graduate schools emphasize the undergraduate GPA in the proposed field of study, assuming the total GPA is not radically different.[3]

It would be ideal to admit graduate students to the Leadership-Administration Emphasis by using the criteria of their success in an administrative position after having completed the program, but, in reality, such information and data are very difficult to evaluate. Therefore, the more immediate criteria of their undergraduate GPA is usually used as a predictor of successful completion of the graduate program.[4]

Although Hazard and Danner's study (1974) found that the college GPA had a relatively high correlation with the high school GPA,[5] Richards and Casey found in their study (1975) that the high school GPA was less of a predictor of college success when dealing with educationally marginal students. They also found that creativity was independent of any other predictors, including the scholastic aptitude test and others.[6]

Lunneborg (1974) found that for the purposes of admissions, giving the student GPA a double weighted factor over test scores does not influence the degree of prediction of college success.[7] In a study at the University of Tennessee (1974), supportive data for an open admissions process was found. When the University enrolled 67 students who ordinarily would not have met the 2.25 high school GPA or a composite score of at least 17 on the ACT, they found that 22 (33%) of these students successfully completed two semesters of 12 credit hours or more with at least a 1.00 GPA; the spread of their cumulative GPA's was from 1.56 to 2.83.[8]

Over the years there has been movement away from using the student's GPA as a final predictor of his success in college. It is interesting to note that several studies, including Hinkler (1977), found that program dropouts were not different from successful persisters in predicted GPA scores, Thus, it was obvious that further study had to be done on the prediction for graduation from college as a criterion for success, rather than a high school GPA. One of the conclusions of Hinkler's study was that additional academic and non-academic variables such as biographical, demographical, and attitude/opinion should be used along with the student's GPA when predicting future college success.[9] Heist and Webster (1960) argued for use of nonintellective variables, at least as supplements to the usual admissions policy. They go on to state that educational institutions and students, as much as possible, should be matched in terms of educational goals, value orientation and intellectual climate.[10]

During 1974-1975, the GPA of 256 transfer students from Los Angeles City College to the University of California, 86% of whom were ineligible for admissions from high school, were studied to see the problems of transition. During the first marking quarter the transfer students' grades fell .06 grade points below their junior college averages. A B average or better was awarded to 36% of the students while 20% fell below a C average; 52% of all grades awarded were A's and B's while 13% were D's and F's.

In a study of graduate students done by Owens (1976), it was found that 38.3% of the sample of graduate students that had been surveyed, had problems of admissions to graduate programs. Of that percentage, approximately half had problems specifically in the area of academic qualifications. Owens found that some students in his study felt that the

undergraduate grade point average did not predict future success well. In fact, students admitted conditionally to graduate programs frequently maintain acceptable graduate indices. One of the conclusions of Owen's study indicated that the models being used for graduate school admissions and the prediction of those graduate students who will prove successful or not has to be modified. This contention was supported by the author, due to the fact that many studies such as Payne (1966), Choi (1974), and Gunne (1972) raise considerable questions with the use of standard graduate admissions criteria as predictors of graduate school success. It becomes extremely questionable when the admissions criteria being used have not, in fact, stood the test of predictability.[12]

In a review of the literature on the topic of using the undergraduate GPA as a predictor, it became evident that many graduate programs have used it for this purpose in the past and there was every indication that the undergraduate GPA would continue to be used as the major means of predicting success in graduate schools in the future. This seemed to be true despite the fact that recently there have been other successful criteria used during the admissions process, quite often in addition to the use of the GPA.

However, the GPA continued to be a significant factor considered during the graduate admissions process at C.S.C. This importance was evidenced by the fact that the form used to record the admissions interview allowed space for comments by the interviewing committee, but also prominently stated the undergraduate GPA at the top of the form. (See Appendix B). It was this completed form that was presented and acted upon by the full graduate committee.

That process, combined with the fact that various C.S.C. administrators have discussed establishing quotas for various graduate emphases

at some point in the future, compounded the importance of using the GPA as a means of selecting the top possible graduate students.

IV. DEFINITION OF TERMS

CORRELATION: The act or process of ascertaining the degree of relationship between two or more variable.[13]

GRADE POINT AVERAGE: A measure of average scholastic success in all school subjects taken by a student during a certain semester, or accumulated for several semesters; obtained by dividing grade points by hours of course work taken when course marks are weighted by some system to obtain grade points; most commonly used at the college level.[14]

Although the general definition of grade point average is explained above, please see appendix C for a more detailed explanation of the grading system used at Castleton State College when arriving at a student's specific grade point average.

PEARSON PRODUCT-MOMENT CORRELATION: The parametric correlation is used to deal with two interval variables, each of which is normally distributed. A correlation is an indication of the predictability of one variable given the other. It is an indication of covariation.

The relationship between two variables can be examined by plotting the paired measurements on graph paper. Such a plot in which each pair of observations is represented by a point is called a scatter diagram. These plots enable one to assess visually the degree of relation between the two variables.

The formula for a correlation coefficient (indicated as r) is:

$$r = \frac{\sum(x-\bar{x})\ (y-\bar{y})}{Ns_x s_y}$$ [15]

V. LIMITATIONS OF THE STUDY

The following were some of the limitations of the study:

1. The research design would be limited to only those students in the Leadership-Administration Emphasis.

2. Another limitation would be that the great majority of the students in the Leadership-Administration Emphasis had completed their undergraduate work at Castleton State College and had already had many of the graduate faculty as teachers at the undergraduate level.

3. Although the intent of this study was to validate the Castleton State College graduate admissions process, it was questionable to what extent the results could be used nationally since the geographical conditions and student population traits varied widely from one situation to another, even when the variables were similar.[16]

VI. BASIC ASSUMPTIONS

Even with the limitations of conditions and student population, it was assumed that if the results of the study showed a positive correlation then it would seem logical, at least with the Castleton State College graduate program, that the undergraduate GPA could be used successfully to predict the level of success the Castleton graduate students could anticipate in terms of the graduate index.

VII. PROCEDURES FOR COLLECTING DATA

The procedure for the collection of data for the study was outlined as follows:

1. With the help of Walter Reuling, Director of Continuing Education and Graduate Studies, there was an analysis of the graduate

computer printout in order to find the graduate index of matriculated students in the Leadership-Administration Emphasis.

2. This was followed by an analysis of personal files of graduate students in the Leadership-Administration Emphasis for the purposes of finding their undergraduate grade point average.**

3. After permission was granted by the Associate Dean of Admissions, James Gilbert, the data from the previous two steps were validated by going through the official files which included the current graduate index listed for the end of each semester and the undergraduate grade point average that had been submitted with an official undergraduate transcript when each graduate student was interviewed for acceptance into the graduate program.

4. There was a treatment of the collected data as described in the treating data section.

All sixty students who have been accepted into the Leadership-Administration Emphasis, from 1974 through 1978, were used for the purposes of this study. These students included those who have already graduated or dropped out of the program, as well as those that were presently enrolled in the graduate program.

5. There were presentations to the graduate committee and the director of graduate studies on the conclusions and data found in the practicum. These presentations resulted in a written statement as to the importance of the undergraduate GPA in the admissions process.

** For the purpose of differentiating between the graduate and the undergraduate grade point average, the term graduate index (GI) and undergraduate grade point average (GPA) were used in the study. However, both the GI and GPA were determined by multiplying the point value of each grade, times the number of credit hours, adding the total products, and dividing by the number of credit hours charged.

TABLE I

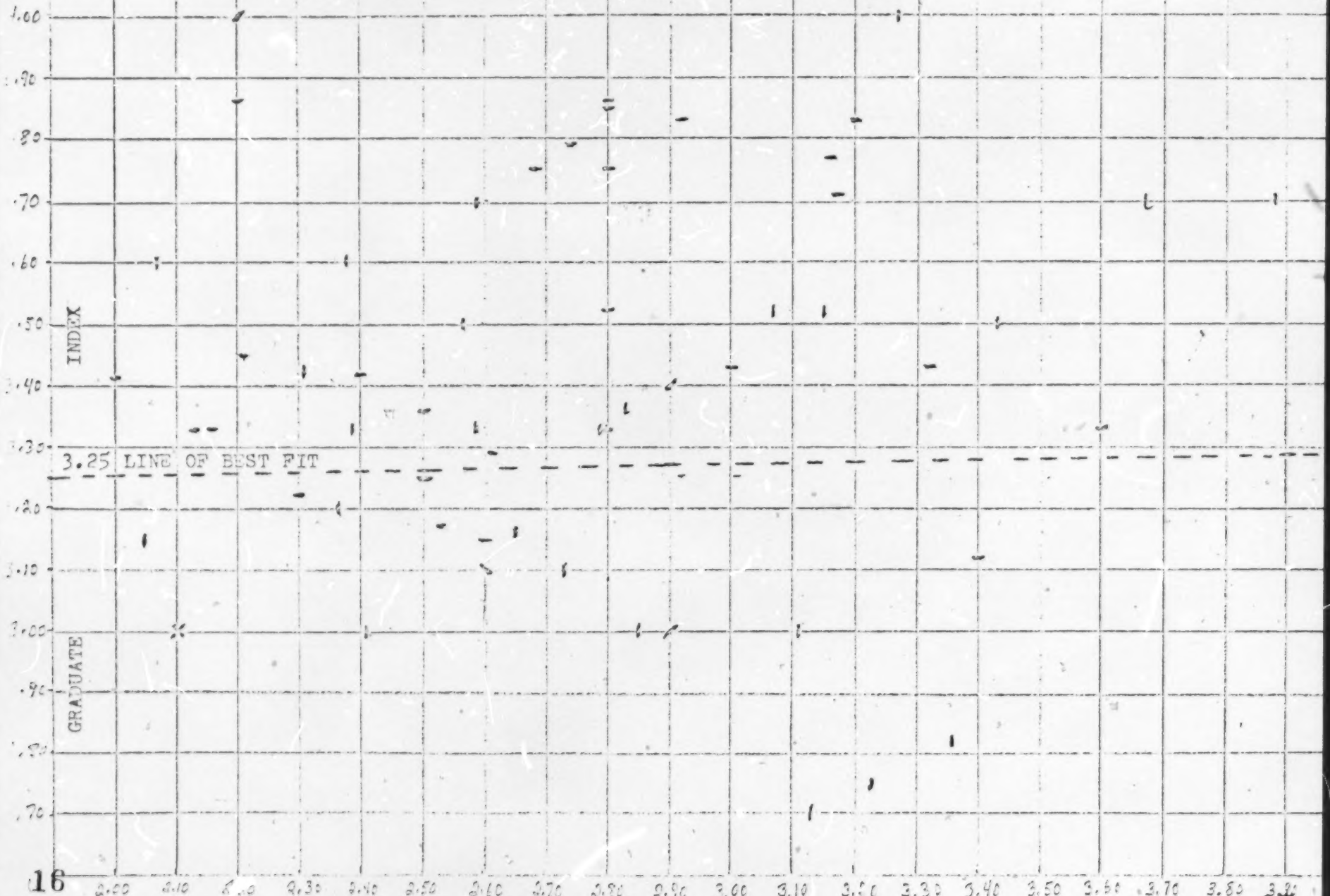
THE UNDERGRADUATE GPA AND GRADUATE INDEX OF STUDENTS IN THE M.A.E. PROGRAM AT C.S.C. WITH AN EMPHASIS IN LEADERSHIP-ADMINISTRATION 1978

	STUDENT NUMBER	UNDERGRADUATE GPA	GRADUATE INDEX
1.	02333	3.43	3.50
2.	04040	2.85	3.00
3.	08176	2.60	3.15
4.	09140	2.38	3.60
5.	10000	2.91	3.83
6.	11226	2.16	3.33
7.	14295	2.53	3.17
8.	15853	2.79	3.33
9.	17522	2.50	3.36
10.	19966	3.40	3.12
11.	22600	3.01	3.25
12.	28680	3.27	4.00
13.	33134	2.80	3.75
14.	33747	2.80	3.33
15.	37701	2.57	3.50
16.	38833	2.74	3.79
17.	41600	3.60	3.33
18.	41944	2.83	3.36
19.	43895	2.59	3.70
20.	43944	2.39	3.33
21.	45048	3.07	3.52
22.	93122	2.30	3.22
23.	29156	3.13	2.70
24.	47801	3.20	3.83
25.	49500	3.23	2.75
26.	49882	2.80	3.52
27.	49833	3.36	2.82
28.	61817	2.00	3.41
29.	62400	2.13	3.33
30.	35900	2.90	3.00
31.	35890	2.92	3.25
32.	62827	3.67	3.70
33.	64465	2.10	3.00
34.	64700	3.16	3.77
35.	66563	2.41	3.00
36.	69380	2.40	3.42
37.	70435	3.11	3.00
38.	76581	2.80	3.85
39.	82696	2.65	3.16
40.	87544	2.05	3.15
41.	87566	2.59	3.33
42.	86933	3.00	3.43

TABLE I (continued)

STUDENT NUMBER	UNDERGRADUATE GPA	GRADUATE INDEX
43. 00931	2.07	3.61
44. 06400	2.61	3.29
45. 09197	3.17	3.71
46. 14300	2.37	3.20
47. 15955	2.21	3.45
48. 24028	2.50	3.25
49. 24252	3.15	3.52
50. 31995	2.10	3.00
51. 39900	2.90	3.40
52. 49700	2.80	3.86
53. 49990	2.20	4.00
54. 55886	2.68	3.75
55. 61333	2.20	3.86
56. 66200	2.73	3.10
57. 80450	2.31	3.42
58. 80882	2.60	3.10
59. 83793	3.32	3.43
60. 74213	3.88	3.70

TABLE II SCATTER DIAGRAM OF THE UNDERGRADUATE GRADE POINT AVERAGE AND THE GRADUATE INDEX OF STUDENTS IN THE LEADERSHIP-ADMINISTRATION EMPHASIS IN THE MA PROGRAM AT CASTLETON STATE COLLEGE



VIII. PROCEDURES FOR TREATING DATA

The null hypothesis tested was: There is no significant correlation between the undergraduate GPA and the graduate index (GI) for students in the Leadership-Administration Emphasis in the M.A.E. Program at C.S.C.. The alternative hypothesis was: The undergraduate GPA is a predictor of the GI for students in the Leadership-Administration Emphasis in the M.A.E. Program at C.S.C..

The results were statistically analyzed by using the Pearson Product-Moment Correlation with the basic formula for correlation coefficient (indicated as r) which was:

$$r = \frac{\sum (x-\bar{x})(y-\bar{y})}{N s_x s_y}$$

and the Table of the Critical Values of the Pearson Product-Moment Correlation Coefficient, as both are described in Tuckman (1972). The null hypothesis would be rejected at the .05 level of significance for a two-tailed test.

The study also used a scatter diagram to assess if there was any linear correlation shown for an approximate value of r as presented in Mendenhall (1975).

IX. RESULTS

Table I on pages 9 - 10 describes the data that resulted from steps one, two and three previously outlined in the procedures for collecting data using the Pearson Product-Moment Correlation for the statistical analysis of this data, as described in Tuckman (1972), the following formula and correlation worksheet were used:

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{N\sum x - (\sum x)^2)\ (N\sum y^2 - (\sum y)^2)}}$$

The above is an altered formula of:

$$r = \frac{\Sigma(x-\bar{x})\ (y-\bar{y})}{Ns_x s_y}$$

when machine calculations are to be used. Thus, the first formula was used with the following calculations:

$$r = \frac{N\Sigma xy - (\Sigma x)\ (\Sigma y)}{\sqrt{N\Sigma x^2 - (\Sigma x)^2)\ (N\Sigma y^2 - (\Sigma y)^2)}}$$

Using the Pearson Correlation Worksheet the results were as follows:

TABLE 3

RESULTS OF THE PEARSON CORRELATION WORKSHEET

FORMULA STEPS	CALCULATIONS x= y= 17
1. N (Number of pairs)	60
2. Σx	164.93
3. Σx^2	465.0083
4. Σy	203.54
5. Σy^2	786.1325
6. Σxy	560.1155
7. $N\Sigma x - (\Sigma x)^2$	698.594
8. $N\Sigma y - (\Sigma y)^2$	5739.419
9. Step 7 times Step 8	4009523.6
10. Step 9	2002.37948
11. $N\Sigma xy - (\Sigma x)\ (\Sigma y)$	37.078
12. Step 11 divided by Step 10 = r	0.018517
13. df = N - 2	58
14. p (from Table III, Appendix B) in Tuckman	.2500

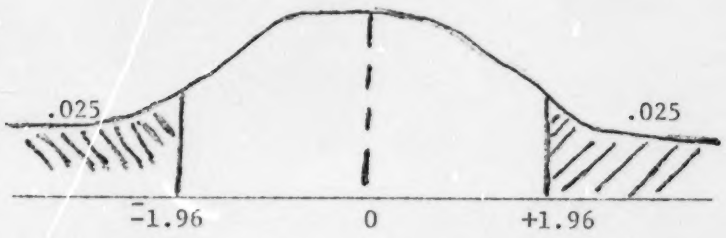
As indicated on the correlation worksheet r was equal to 0.018517. In addition, using the table of the Critical Values of the Pearson Product-Moment Correlation Coefficient it was found that the p level was .2500 when using a .05 level of significance for a two-tailed test. Since r in step 12 is 0.018517 and does not exceed the r found in Pearson Product Table at a specific p level of 0.2500, then the null hypothesis that the variables are unrelated cannot be rejected at that p level.

Using a t-score:

HO: P=0

HA: P≠0

Level of significance α = .05



Test statistic: $t = \frac{r\sqrt{N-2}}{\sqrt{1-r}}$

$$t = \frac{0.141021271}{0.999828546}$$

$$t = 0.141045$$

The t test produced a value of t of .141045. This value of t was less than the critical t value of 1.96, indicating that the null hypothesis cannot be rejected and there appeared to be no linear correlation between the two variables. Therefore, the conclusion was that there was no significant correlation between the undergraduate GPA and the graduate index (GI).

The scatter diagram found in Table 2, page 11, plots the degree of relationships between the GPA and the GI (the two variables) for the purposes of a visual assessment. This circular correlation scatter diagram would indicate that r is very close to zero and therefore, there is no apparent linear correlation. This also becomes evident when the line of best fit, ?.2464, an almost straight line, is included in the scatter diagram.[18]

X. CONCLUSIONS AND SIGNIFICANCE

Through the conduction of the practicum study, and the resulting data, the null hypothesis could not be rejected. The undergraduate GPA and the graduate index (GI) for students in the Leadership-Administration Emphasis in the M.A.E. Program at C.S.C. did not show a linear correlation and, there-

fore, the GPA would be a questionable criteria to be used for admission into the Leadership-Administration Emphasis of the graduate program. To what extent the conclusions of this study can be generalized to the total Castleton State College M.A.E. Program is a significant question that needs to be further studied.

During the initial stage of the study, there were some problems due to inadequate information in graduate student files and in collecting the data base in order to start the statistical analysis. However, by using all three steps described earlier in the collecting procedures section, use of the computer printout, use of student advisor files and use of official student files, a complete data base of undergraduate GPA and GI was found for all sixty students used in the study.

Once the statistical analysis was completed, it became evident that the null hypothesis could not be rejected. Therefore, there was no correlation between the undergraduate GPA and the GI.

The following meetings and reactions occured as a result of the conclusions of the study. Thus, a written statement as to the extent to which the undergraduate GPA would be used as a criteria for admissions into the C.S.C. graduate program was published.

The significance of the study to the institution might best be evidenced by the chronology of meetings that dealt with the results of the study:

Previous to the last scheduled meeting of the Graduate Program Committee, the results of the practicum, including the scatter diagram, were discussed with Dr. Walter Reuling, Director of Graduate Studies at Castleton.

At the final meeting of the Graduate Program Committee on April 20th, the results of the practicum were presented to the committee members. There was considerable interest shown on the part of several

committee members, but the lack of time did not allow for full discussion of the results of the study. There may be a need for further consideration of the implications of the study by the committee at some point during the fall semester.

On April 27, the Academic Review Committee, whose responsibility it was to review all instructional programs at Castleton State College, met with Dr. Reuling, in his capacity as the Director of Graduate Studies, to discuss the graduate program. Besides his oral presentation, Dr. Reuling submitted a written report that stated,

> No single set of standards for admission, for courses or for program exists against which performance can be measured. Rather, each applicant, each professional situation, each professional need and each program are evaluated within the context of Education in Vermont and what might best be done to upgrade the contribution of each individual teacher. There is no cut-off for undergraduate G.P.A., for instance, because of how the significance of that measure has changed, because it relates not at all to teaching effectiveness and because other factors are seen to be more important. Undergraduate G.P.A. is weighed, however, against professional recommendations and personal statements of professional objectives and considered as part of the total prospective on the individual.[19]

Thus, the results of the research study had an effect on the development of a written statement regarding the extent to which the undergraduate grade point average will be used as a criteria for student acceptance into the graduate program at Castleton State College. There now exists a written statement of the extent to which the GPA can be used as a guide in the future graduate admissions process.

FOOTNOTES

[1]See Appendix A.

[2]Castleton State College, Castleton State College Continuing Education and Graduate Studies Bulletin 1977-1978: Old Roots New Ideas. Castleton, Vermont, pp. 5-6.

[3]Herbert Livesey and Gene Robbins, American Graduate Schools. New York: The Viking Press, 1967, pp. 7-8.

[4]Chester W. Harris, editor, Encyclopedia of Educational Research. New York: The McMillan Company, 1960, p. 1040.

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[7]Clifford E. Lunneborg, Summarization of Empirical Findings on New Freshmen Admission Standards. University of Washington, ERIC Document ED 131 794, January 1974, p. 3.

[8]Suzanne Larsen, A Report on an Experimental Program in Conditional Admissions. University of Tennessee, ERIC Document ED 131 814, June 1974, p. 3.

[9]Dennis Hinkle and Charles Houston, A Comparative Study of the Effectiveness of Two Bayesian Models for Predicting the Academic Success of Selected Allied Health Students Enrolled in the Comprehensive Community College. AERA Meeting in New York, ERIC Document ED 136 855, April 1977, pp. 7, 9.

[10]George D. Yonge, "Student Selection, Prediction, and Persistence," in the Review of Educational Research: Higher Education. American Educational Research Association, October 1965, Vol. XXV, No. 4, pp. 254-256.

[11]Vance D. Stine, Academic Performance of L.A.C.C. Transfers Entering the University of California During the Academic Year 1974-1975. 1976, ERIC Document ED 133 019.

[12]Otis H. Owens, A Study of Black Graduate Students in Alabama. Alabama University, Institute of Higher Education Research and Services, ERIC Document ED 125 513, 1976, pp. 38, 41, 46, 50.

[13]Carter V. Good, editor, Dictionary of Education. New York: McGraw-Hill Book Company, 1973, p. 141.

[14]Ibid., p. 53.

[15]Bruce W. Tuckman, Conducting Educational Research. New York: Harcourt Brace Jovanovich, Inc., 1972, p. 233.

[16]Harris, Encyclopedia of Educational Research. p. 1042.

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[19]Walter Peuling, Master of Arts in Education: Program Self-Assessment. Castleton, Vermont: Castleton State College, April 20, 1978, p. 1.

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APPENDIX A

Admissions

Studies. Successful completion of these degree programs may qualify a candidate for admission to certain Bachelor's level programs. Additional admissions information may be obtained from the Admissions Office, Woodruff Hall.

DIVISION OF
GRADUATE STUDIES

The Master of Arts in Education degree has its origins in Castleton's long and distinguished traditions in teacher preparation. Adding a new dimension to this concept of service to the community and to the youth of Vermont and its neighboring states, the Master's Program provides opportunities for part-time pursuit of a variety of professional objectives, combining course work and field experience in an unlimited variety of individually tailored programs.

Admission to the Master of Arts in Education Program is selective and competitive. Students contemplating application to the Program should complete the admissions procedures outlined below prior to the completion of six credits, although courses offered through the Graduate Division are available to all qualified registrants whether or not they seek or have attained acceptance. Applicants must submit the following before they may be considered for admission:

1) the standard application form;
2) a detailed statement describing personal and professional objectives;
3) two professional references;
4) official transcripts of all college work, both graduate and undergraduate;
5) when required by the Graduate Advisory Committee, test scores from the Graduate Record Exam or Millers Analogies Test.

Upon completion of the five preliminary steps in the process, each applicant must have a personal interview with members of the Graduate Committee, at which time the following will be assessed:

1) the applicant's ability to do graduate level work at a high level of performance;
2) the applicant's status and commitment to the profession;
3) the applicant's potential, initiative and capacity for responsibility in a program largely self-defined and self-directed.

Applications should be directed to the Admissions Office at the College and will be received on a continuing basis without regard to deadline. Processing will occur within a reasonable time after submission.

Castleton State College, Castleton State College Continuing Education and Graduate Studies Bulletin 1977-78: Old Roots New Ideas. Castleton, Vermont, pp. 5-6.

APPENDIX B

CASTLETON STATE COLLEGE
Graduate Advisory Committee

Record of Admissions Interview

Date of Interview _____

Applicant _____ Emphasis _____

Date of Birth _____ Institutions Attended _____

Undergraduate G.P.A. _____ _____

Present from Advisory Committee _____

_____

_____

Also Present _____

_____

Remarks:

Recommendation:

Signed:

_____ _____

_____ _____

APPENDIX C

GRADING

The college year is divided into two semesters. Grade reports are issued at the middle and end of each semester. Mid-semester grades are not permanently recorded but are used as a basis for guidance and remedial work. A copy of the mid-semester grade report is available from the academic advisor. Grades issued at the end of the semester become the official record of a student's work at Castleton.

Grades are indicated by letters with a designated point value assigned to each as follows:

Grade	Point Value	Grade	Point Value				
A =	4.0	C =	2.0	P	=	0	Pass
A- =	3.7	C- =	1.7	NP	=	0	No Pass
B+ =	3.3	D+ =	1.3	I	=	0	Incomplete
B =	3.0	D =	1.0	W	=	0	Withdrawal
B- =	2.7	D- =	.7	DR	=	0	Dropped
C+ =	2.3	E =	0				

Other Symbols

NG Used at mid-semester to indicate that it is not possible to assign a grade at that time.

UG A symbol used by the Registrar to indicate that the instructor did not submit a grade or that the instructor submitted P or NP in cases when a letter grade is required.

Academic standing is based on a student's scholastic index, determined by multiplying the point value of each grade times the number of credit hours, adding the products, and dividing by the number of credit hours charged.

At the end of each semester, the record of every student is examined by the Registrar. The complete records of all students who have achieved below a 2.0 cumulative index or below a 2.0 semester index, are placed before the Committee on Admissions and Retentions. Each of these records is considered by the committee to aid in determining if the student should be encouraged to continue his chosen program.

A student with an unsatisfactory scholastic record may be warned, placed on terminal probation, or dismissed. Such cases are considered by the faculty Committee on Admissions and Retentions and the Dean for Academic Affairs.

A warning is issued to alert the student to substandard performance, but that with extra effort and diligence the index can be raised above the minimum required for graduation.

Terminal probation indicates that the student's record is below the standard required for graduation. During the period of terminal probation the student is not allowed to represent the college publicly.

Dismissal may be ordered for a very unsatisfactory academic record, regardless of whether the student has previously been placed on terminal probation.

A dismissed student may not enroll for any courses offered by Castleton until after one semester of the regular academic year has passed—i.e., the next fall semester after a January dismissal or the next spring semester after a June dismissal.

Castleton State College, Castleton State College Bulletin 1977-78: A Vermont Door to Learning. Castleton, Vermont, pp. 24+27.

APPENDIX D

Master of Arts in Education Program

Now in its sixth year of service to Vermont and New York State educators and human service professionals, the Master of Arts in Education Program was developed to meet a hitherto unfulfilled need in the area. Designed to accommodate typical in-service graduate education needs, the Program seeks to achieve a balance between theory and practice, integrating traditional course work and field experience conceived and carried out by the candidate under the direction of his faculty advisor.

Aware that substance, method and an understanding of child and adolescent behavior are all important in most professional roles in public and private education at all levels, the program requires a balance between professional course work and liberal arts courses, where appropriate. The proportions of each of those components are determined by assessing the candidate's strengths and weaknesses with reference to prior training and experience, the requirements and demands of his field, and an analysis of his personal and professional objectives. This assessment and planning procedure takes place early in the student's program and results in the formulation of the entire program of study.

A salient feature of the degree program is its provision for field experience to supplement course work. Working individually or as part of a team, the candidate is invited to plan and carry out a study, an examination, a creative enterprise—any valid endeavor that goes beyond normal responsibilities and is appropriate to the program.

Recognizing the mobility of today's educators and previous insufficiencies of regional graduate education, the CSC Master's Program permits the transfer of up to twelve graduate credits from other institutions. After admission and at the time a candidate submits the program to the Graduate Committee for approval one may also petition for transfer credit for that part of previous graduate work that appears to be germane to the program proposed. Generally speaking, credits approved for transfer must have been earned within the previous five years.

There is no thesis requirement, but the candidate is required to submit to an evaluation, the method or form to be of personal choice with the approval of the advisor and the Graduate Committee.

All Emphases and Programs within the Master of Arts in Education require a total of 36 credit hours including the General Degree Requirements.

The Program is appropriate for teachers seeking skills and competencies as Reading Teacher or Reading Supervisor, and successful completion of the course of study may result in certification at either of those two levels.

Classroom teachers who seek to improve their overall quality of instruction in their classrooms through a special examination of reading and language arts may elect course work in the field, but are recommended to the Emphasis in Curriculum and instruction described elsewhere in this bulletin.

Each area of program emphasis carries additional specific requirements. No grade below a C will be accepted, and the student must maintain a B average. The time requirement for completion of the program is five calendar years from the date of formal admission. Where substantial personal reasons warrant, the Director of Graduate Studies may grant waivers of this requirement if applied for in advance.

The five areas of emphasis with their specific requirements follow.

EMPHASIS IN EDUCATIONAL LEADERSHIP

Recognizing the rapidly changing nature of schools and society, the program seeks to prepare candidates for positions of leadership by placing significant stress on the persisting issues confronting public schools through an examination of the foundations of education as well as the nature of change and human relationships. Though each candidate's program is unique, all will incorporate a strong curriculum and human development component.

Professional objectives that might fall within the Leadership Program include elementary and secondary principal, assistant principal, curriculum coordinator, elementary supervisor, department chairman and team leader roles, with Vermont certification at the principal level as a possible outcome for those who choose such a course.

Because leadership roles demand the ability to plan complex educational endeavors, the program requires attention to a significant problem or challenge in administration through the Field Experience requirement noted below.

Specific requirements for the Emphasis in Educational Leadership include:

1. Completion of the General Degree Requirements.
2. Nine to twelve credits in special preparation courses in Educational Administration, Educational Law, Public School Finance, Supervision in the Public Schools, Curriculum Planning and Development and Advanced Seminar in Educational Administration.
3. Six to seventeen credits in general preparation courses in the areas of data processing, special education, reading, curriculum trends, educational media and methods, learning disabilities, tests and measurements, child and adolescent development, individualization of instruction, differentiated staffing and open education.
4. Three to five credits in Field Experience.
5. Zero to six elective credits in Liberal Arts courses for a total of 36 credits.

Castleton State College, Castleton State College Continuing Education and Graduate Studies Bulletin 1977-78. Castleton, Vt., pp. 14-17.